



Youth Empowerment

Procedural Operations Manual (POM)



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I. Introduction to the Office of Youth Empowerment (OYE)

The Office of Youth Empowerment (OYE) seeks to address the complex and diverse needs of youth who are currently being served by the District of Columbia's Child and Family Services Agency (CFSA). By engaging older youth who are often eager to actively participate in the decision-making as well as the transition planning process, OYE creates a unique advantage for ensuring positive permanency outcomes. In effect, OYE staff members are able to serve as consultants and collaborators to help the youth self-determine the most appropriate services for meeting their individual needs and future goals.

In addition to ensuring that all youth are provided with general supports for a successful transition from care to self-sufficiency and adulthood, OYE also works to improve a youth's access to specific supports, including quality educational opportunities, vocational training, employment opportunities, social and cultural activities, and life skills. Most importantly, OYE ensures that youth are provided an opportunity to increase and strengthen bonds with youth-identified supportive adults willing and dedicated to being a youth's lifelong connection.

The OYE Mission: Empower and educate young adults to think beyond today and envision their tomorrow with vigor, focus, and a plan for their future.

Vision: Young adults will develop and understand the skill sets necessary to assist in making sound decisions in the areas of career planning, daily living, housing, money management, self care, social relationships and their work life as they journey toward independence.

Goals:

1. Expand the delivery of life skills and educational and vocational supports to reach a broader range of youth ages 15 – 21.
2. Provide case management services to youth ages 18 – 21 with a goal of APPLA, focusing on preparing these youth for exit from care, and assisting these youth in identifying lifelong connections that would sustain beyond their time in foster care.
3. Be family focused and engage youth and their families/support networks to push for permanence, and maintain safety and well being.

More information on the OYE Administration (programs, staff contact list, and staff responsibilities) are included as Attachment A.

Overview of the Manual

The *OYE Practice Operational Manual* is a uniform guide for social workers, support workers, supervisors, community partners, and stakeholders who support the mission of CFSA and its contracted private agency partners. The *Manual* also outlines procedures for ensuring that CFSA and its partners are meeting the unique needs of older youth. It is further designed to articulate the major components and functionalities of OYE's structure and support services. As well, the *Manual* examines the OYE service delivery model, including the highly individualized life skills training provided for each participating youth through the assistance of Independent Living (IL), vocational, and educational specialists. Lastly, the *OYE Practice Operational Manual* is in compliance with the following CFSA policy documents:

- a. Administrative Issuance (AI) - CFSA-06-18 [Assistance with Enrollment into Vocational School](#)
- b. AI – CFSA-10-10 *Completion of Educational & Vocational Assessments*
- c. AI – CFSA-07-9 [Driver's Licenses for Youth in Care](#)
- d. AI - CFSA-08-3 [Graduation Expenses](#)
- e. AI – CFSA-06-19 [Job Readiness Services](#)
- f. AI - CFSA-09-4 [New Case Plan Requirements for Children and Youth with a Permanency Goal of Guardianship](#)
- g. AI - CFSA-06-4 [Obtaining Permission for Foster Children to Travel with Resource Parents](#)
- h. AI - CFSA-06-3 [Participation of Foster Children in Overnight Stays](#)
- i. AI - CFSA-06-9 [Post-Secondary Education and Training](#)
- j. AI - CFSA-08-9 [Post-Secondary Education Personal Allowance](#)
- k. AI - CFSA-06-12 [Pre-College Services](#)
- l. AI - CFSA-10-12 [Transition Interviews for Youth in Care](#)
- m. AI - CFSA-10-15 *Transition Planning for Youth*
- n. Program Policy - [Establishing the Goal of APPLA](#)
- o. Program Policy – [Missing Children/Youth](#)
- p. Program Policy – *Out-of-Home Services*

Contact OYE

If you have any questions about the *OYE Practice Operational Manual*, please contact OYE at (202) 727-7500.

II. Guidance for OYE Staff on Key Practice Principles

OYE staff are encouraged, to the extent possible, to involve youth in all key practice areas and to suggest that the youth lead the decision-making process whenever appropriate. This section of the *OYE Practice Operational Manual* provides detailed and instructional guidance for OYE staff in the following practice areas:

- a. Administering the Ansell Casey Online Life Skills Assessment
- b. Transition Planning
- c. Holding LYFE conferences
- d. Making Sure Youth are Visiting with Lifelong Connections (LLCs)
- e. Preparing the Team for Court
- f. Offering College Preparation Services
- g. Assessing if a Youth is Appropriate for Vocational Assessment
- h. Determining Purpose and Eligibility for Distributing Education and Training Vouchers (ETV)
- i. Referring Youth for Aftercare Services

a. Administering the Ansell Casey Online Life Skills Assessment

One of the assessment tools that CFSA has used since 2005 to assist youth in preparing for young adulthood is the Ansell Casey Life Skills Assessment (ACLSA). ACLSA is a comprehensive, strength-based, online assessment that is introduced by specially-trained social workers to youth starting at age 15 and offered annually until a youth achieves permanency.

The assessment consists of statements about nine life-skill domains deemed critical by youth and caregivers for successful adult living. There are also supplementary topics designed to help young people who have specific needs and challenges. These supplements address issues related to pregnancy, parenting infants and young children, homelessness, youth values, education, concerns specific to youth who self-identify as LGBTQ (lesbian, gay, bisexual, transgender, and questioning), and youth in foster care who are members of a federally-registered American Indian tribe.

After the completion of the assessment, the social worker and youth create a customized individual learning plan through use of the Life Skills Learning Guide and possibly other supplemental guides. The learning plan provides a clear outline of next steps within the nine domains. Youth may select one or more of these domains to improve their skill sets through activities and exercises based on free or low-cost curricula, guides, and websites. These activities and resources ultimately assist youth in mastering those skills that will assist them in everyday life as they prepare for adulthood.

ACLSA results are stored in a secure, encrypted database that holds hundreds of thousands of score reports. The database allows social workers to receive automated aggregate data and to track the progress of youth over time. Benchmark data is also accessible to allow for comparisons of scores and averages for youth within similar demographic populations. In addition, the paired t-test statistical function allows users to compare data from two points in time. It is important to note that the assessment does not collect personal identification information. All results are confidential. To this end, ACLSA was designed to be as free as possible from gender, ethnic, and cultural biases. It applies to all youth and

to their individual living circumstances, whether they reside with one parent, resource parents, or in a group home.

Currently, OYE trains both CFSA and private agency social workers on how to administer the ACLSA. Training is also offered for staff at the Healthy Families / Thriving Community Collaboratives, in addition to individuals functioning as Court Appointed Special Advocates (CASA).

Life Skills Domain areas covered by the ACLSA include (1) Daily Living, (2) Self-Care, (3) Work and Study Skills, (4) Social Relationships, (5) Housing and Money Management, (6) Communication, (7) Home Life, (8) Work Life and (9) Career Planning. The following procedures are designed to help guide the OYE specialist to administer the assessment:

- The social worker first has a conversation with the youth and the caregiver to explain the Ansell Casey Life Skills Assessment, the assessment process, the benefits it offers to the youth, and a timeframe for its completion.
- The youth and the caregiver log onto www.caseylifeskills.org to complete their respective assessments.
- After the youth and the caregiver complete their assessments, a matching score report is generated and sent to the assigned social worker.
- The social worker then has a conversation with the youth and the caregiver about the youth's strengths and any areas of improvements identified within the score report.
- The social worker, youth, and the caregiver then develop a learning plan based on the identified areas of improvement. It is then the role of the caregiver to ensure that the tasks created within the learning plan are carried out. In a sense, the caregiver acts as the life skills instructor.
- The independent living (IL) specialist will alert the social worker and youth of OYE program opportunities that are of interest to the youth and support the career aspiration of the youth.
- The base learning plan should cover two domains, two learning goals per domain, and two activities per learning goal. See example below for how a learning plan is constructed:

Domain – Career Planning

Learning Goal – Identify two or more areas of career interest

- Activity – Selection of career assessment options, including training and/or educational requirements
- Activity – Contact local employment office to learn more information on training and certification programs.

A sample learning plan and definitions of domain areas are included as Attachments B and C, respectively.

b. Transition Planning

Completion of the ACLSA is only the beginning of OYE's assistance to youth preparing for adulthood. The full transition planning process occurs in two phases. The first includes the ACLSA commencing within 30 days of the youth's 15th birthday along with an Individual Transitional Independent Living Plan (ITILP) meeting. The second phase begins 30 days prior to a youth's 18th birthday with the Youth Transition Plan (YTP) meeting. The entire process is always youth-driven. Both ITILP and YTP transition planning meetings are co-facilitated by the OYE IL specialists and social workers who provide

a summary of ongoing services/supports to the youth, as well as a summary of the youth's progress towards the identified goals. Transition planning seeks to identify overarching expectations and responsibilities not only for the youth but for his or her family, extended family members, caregivers, social workers, and other identified stakeholders.

Since youth under CFSA's care may continue in the child welfare system until the age of 21, the formal YTP process allows the youth and key stakeholders three full years to understand the complexities of the youth's upcoming transition and to gather the skills necessary to live self-sufficiently and independently following exit from the foster care system. In addition, the YTP meetings provide a forum for the youth to make known his/her individual concerns about moving on to independence.

Both ITILP and YTP meetings require teaming and open dialogue with stakeholders (family, identified friends and adults of importance to the youth, community-members, service providers, etc.) who are invested in the youth's future. Together, the youth and his or her team develop a sound plan for transition. If necessary, the transition team will assist the youth to refocus goals, as appropriate. The following procedures outline the teaming process:

- The OYE social worker makes contact with the assigned consultative social worker/IL specialist to identify youth in need of a Youth Transition Plan (YTP) or Individual Transitional Independent Living Planning (ITILP) plan.
- The consultative worker/IL specialist completes (either verbally or in writing) a referral snapshot regarding the identified client and includes the caregivers or lifelong connections as appropriate.
- The social worker discusses and explains the transition process with the youth and caregivers as appropriate.
- The social worker coordinates the scheduling of the meetings and also contacts team members to discuss the process.
- After obtaining consent from the youth, the social worker invites everyone involved in the youth's life to participate in the meeting. The participants may include (but are not limited to) the youth, biological family members, extended family, youth-identified individuals, other caregivers, the guardian ad litem (GAL), community supports, etc.
- Social workers co-facilitate the YTP/ITILP meetings with the consultative social worker/IL specialist, who also provides support to the social worker and the youth.
- The consultative social worker/IL specialist and the social worker both record action plan notes discussed during the meeting and ensure all participants understand their respective responsibilities in the execution and monitoring of the youth's transition plan.
- When needed, the consultative social worker/IL specialist provides the social worker and the youth's team with suggestions and/or recommendations for accessing resources, information, and/or services through OYE.
- The consultative social worker/IL specialist provides the social worker and/or case manager with the necessary forms to complete the YTP/ITILP process.
- Social workers must complete the YTP/ITILP forms and distribute soft copies to all identified team members within five business days of the initial meeting.
- Social workers are responsible for scheduling and planning future and follow-up YTP/ITILP meetings.
- The consultative worker/IL specialist follows up with the social worker and/or case manager within 30 days of the initial meeting, and continues to follow up on a quarterly basis until the youth reaches permanency.

A sample transition plan is included in this manual as Attachment D.

c. Listening to Youth and Families as Experts (LYFE) Conferences

OYE strives to ensure that permanency for youth includes a family-based environment and lifelong connections to support healthy, self-sustaining adulthoods. To reinforce this effort, OYE teams with other CFSA administrations to be sure that youth who have identified an alternative planned permanent living arrangement (APPLA) are truly prepared and mature enough to embark on this path. Accordingly, OYE incorporates LYFE conferences into the permanency planning process. The LYFE conference is a mandatory key step that must be taken during a youth's transition process before a permanency goal can be changed to APPLA. All efforts to achieve permanency and lifelong connections must have already been thoroughly explored and will be confirmed during the conference.

The LYFE conferences are initially prompted by a social worker's referral to the Office of Clinical Practice (OCP) at least six to eight weeks prior to a permanency hearing in order to allow adequate time to coordinate the meeting and to have all of the necessary documentation available (*see bulleted procedures below*). OCP's Family Team Meeting (FTM) Unit is responsible for facilitating the conferences. Once the LYFE conference is scheduled, the social worker is responsible for contacting potential participants identified by the youth, particularly all of the youth's lifelong connections and members of the youth's informal and formal support network, including providers. The social worker should make every effort to involve the youth's family in the conference. In addition, the youth's social worker and the social worker's supervisor shall be in attendance.

LYFE conferences are often held at CFSA, but can be held in the community or at the family's home. During the LYFE conference, the trained FTM facilitator ensures that the youth plays an active role in decision-making. Together with his or her team, the youth will identify strengths, communicate needs, discuss his or her family's strengths and needs, frame permanency options, and determine the most appropriate action steps to achieve the youth's desired permanency outcomes. The goals of reunification, guardianship, and adoption are thoroughly explored and potential resources and supports for each goal are identified. If one or more of these goals is possible, the group identifies the steps that would need to occur before the goal could be realized. A written plan is produced during these meetings and shared with all attendees. If during the LYFE conference, APPLA is determined to be an appropriate goal, the APPLA goal change request must be approved by the CFSA Director.

Reminder! The social worker must complete the following LYFE Conference procedures:

- LYFE Conferences should be requested by the social worker at least six to eight weeks prior to the permanency hearing.
- The social worker must complete and submit the referral for a LYFE conference to the Office of Clinical Practice via email at cfsa.ftmu@dc.gov; the referral form can be found on the intranet at <http://cfsa.in.dc.gov/cfsa/cwp/view.asp?a=3&q=502162>. This is the universal e-referral form listed at the bottom of the webpage.
- The social worker and social worker's supervisor must be in attendance at the LYFE conference.

A LYFE conference plan is included in this manual as Attachment E.

d. Make Sure Youth are Visiting with Lifelong Connections (LLCs)

Social workers are responsible for ensuring that all youth have lifelong connections to support the youth during and after their transition into adulthood. The following guidance outlines procedures for social workers to ensure a youth's lifelong connections to family, friends, and community members:

- LLCs are defined by CFSA as committed adults who are safe, stable, and able to provide the following components of a supportive relationship:
 - 1) Physical, emotional, social, cognitive, and spiritual well-being
 - 2) Respect for racial and ethnic heritage and traditions
 - 3) Respect for maintaining natural bonds with the birth family
 - 4) Lifelong support, guidance and supervision to the youth as the youth transitions from foster care to self-sufficiency
- Social workers shall help the youth identify LLCs who are willing and able to function in the role .
- Once identified and confirmed, youth are encouraged by social workers to regularly visit LLCs. Social workers may find it helpful to inquire about these visits with LLCs during each conversation with a youth throughout the transition planning process.
- LLCs are invited to YTP meetings.
- If permitted by the youth, social workers also maintain contact with LLCs.
- If an LLC lives out of town, social workers arrange for the LLC to visit with youth and/or vice versa.
- Social workers prepare both the youth and the LLC to use visitation as a means to prepare for transition, and to clarify roles and responsibilities post-permanency.

e. Preparing the Youth's Team for Court

CFSA policy requires that all team members (as appropriate) be encouraged to attend court hearings, especially permanency hearings, and to take active involvement in court discussions. Social workers should ensure that team members, especially the youth, understand the court process. Ultimately, the Family Court determines a child's permanency goal (including any goal changes) based on the team's permanency recommendation, and the presentations of the Assistant Attorney General (AAG), and all other parties and attorneys. It is extremely important that the child's team be thorough in developing recommendations.

Social workers must complete the following tasks to prepare a youth and his or her team for court:

- Review progress with youth and prepare youth to participate in court discussion.
- Review progress with collaterals (GAL, placement manager, service providers).
- Review contact notes in FACES.net
- Review court order.
- Review YTP and learning plans.
- Meet with client.
- Write the court report summarizing the youth's progress over the last six months (or since the last court hearing).
- Submit the report to the assigned AAG, supervisor, and program manager 20 business days in advance of the hearing (10 business days in advance of the filing date).

- If necessary, consult with the AAG in order to review for any concerns. (*Social workers should refer to the Out-of-Home Services policy, Procedure H: Court Involvement.*)
- Submit report to court 10 business days in advance of hearing.
- When submitting court reports, ensure that each member of the team (youth, AAG, GAL, mother's attorney, father's attorney, educational advocate) receives a copy.
- Consult AAG immediately if unable to meet court ordered deadlines with respect to securing services, medical appointments, etc. to determine if additional time will need to be requested from the court.
- Notify the AAG immediately upon discovering that the court report for the next scheduled hearing was not/will not be timely filed.
- Notify the AAG immediately if court report was not filed at all.
- Notify AAG of any matters that require the completion of an unusual incident report to determine whether the matter should be reported to the court in an Interim report.

f. College Preparation Services

Youth who are interested in pursuing a college education must be enrolled in OYE. They must also be currently enrolled in high school or in a GED (General Educational Development) program. For specific details, social workers should refer to *Administrative Issuances CFSA-06-12 Pre-College Services* and *CFSA-06-9 Post-Secondary Education and Training*. The following general procedures give guidance for social workers to assist youth who are preparing for and are currently enrolled in college:

- **10th - 11th Grade Curriculum**
 - Ensure that all youth are encouraged to explore post-secondary educational opportunities.
 - Develop an educational plan to complete Carnegie units.*
 - Provide encouragement to take more challenging classes (e.g., AP classes, foreign languages, etc.).
 - Facilitate employment and career exploration.
 - Identify college preparation classes as appropriate.
 - Locate other educational resources and services at the school.
 - Introduce financial waivers and preparation for both the Standardized Achievement Testing (SAT) and the American College Test (ACT).
 - Monitor community service hours.
 - Explain the Selective Service System and ensure that all male youth register within 30 days of their 18th birthday.
 - Support and encourage extracurricular activities.

* One Carnegie unit equals 120 hours of actual class time. For more information, social workers should refer to www.carnegiefoundation.org/faqs.

- **12th Grade Curriculum**
 - Provide guidance and counseling that will support a successful transition from high school to college, including individual and/or group pre-college counseling sessions to review college and university options.
 - Ensure that pre-college counseling sessions include the youth's identified lifelong connections, family members, and other important adults who can support the youth both during the transition to and while s/he is enrolled in college.

- Provide assistance with the college application process, including financial aid options.
 - Obtain academic transcripts for all youth participating in the Education and Training Voucher (ETV) program (see additional details under *Item h* below).
 - Coordinate and facilitate college tours and college fairs.
 - Develop curriculum and facilitate college preparation sessions for college-bound youth.
 - Participate (as needed) in transition planning meetings, including team meetings, LYFE conferences, and YTP meetings.
 - Identify and link college-bound youth to the prospective college's on-campus supports.
- **Post-secondary Curriculum**
 - Identify and link in-college youth with on-campus supports.
 - Provide college forums for returning college students to address a variety of college-related issues, concerns, and challenges.

g. Determining Whether a Vocational Assessment is Appropriate for a Youth

Vocational services and supports are an essential part of transition planning for older youth to ensure adequate preparation for sustainable employment before, during, and after the transition from foster care. The vocational assessment is a strategic tool for obtaining essential information on a youth's vocational needs and progress, in addition to their maximized use of quality vocational services. For detailed information, social workers should refer to *Administrative Issuance CFSA-10-10 Completion of Educational & Vocational Assessments*. The following questions and answers provide general information to assist social workers:

- **Who is eligible for a vocational assessment?**
All young adults between the ages of 15-21 years old who are enrolled in OYE are also eligible for a vocational assessment.
- **Who is responsible for submitting the referral?**
The assigned social worker is responsible for contacting and scheduling an appointment with the vocational specialist and/or the consultative worker/IL specialist.
- **Can a youth simply walk in for an assessment?**
No. They must be scheduled in advance.
- **How long does it take?**
It usually takes about an hour to complete the questionnaire and to receive an adequate evaluation.
- **What tool are you using to conduct the assessment?**
OYE uses the Career Decision-Making® (CDM) System Revised.
- **What does this tool do?**
The CDM tool is an online tool that can narrow down job choices by assessing information about a youth's occupational interests, talents, and skills. In addition, it provides information on job opportunities and the necessary education and training for preparing youth for those jobs.
- **What other types of opportunities do youth receive?**
Youth get a chance to participate in vocational-related internships in addition to meeting with people who work in jobs that are of interest to the youth. Other activities include vocational tours, resumé writing skills, job-shadowing experiences, and general assistance with finding employment.

h. Determining Purpose and Eligibility for Distributing Education and Training Vouchers (ETV)

The ETV Program allows CFSA to use federal funding to assist youth with education and training services not covered by another funding source. Based on need, youth may be eligible to receive up to \$5,000 in financial assistance per year. If, however, a youth is receiving educational funds from FAFSA (Free Application for Federal Student Aid) and/or the DC One student aid program, he or she may only be eligible for a portion of the full ETV amount. For example, in FY10, 110 youth received vouchers (including new and continuing youth). The average amount of the voucher per youth was \$1,951 and the median amount was \$2,500. First-time applicants must be at least 18 but younger than age 21 to receive ETV benefits. District regulations also require that the youth be in foster care on or after his or her 15th birthday, OR adopted from foster care with the adoption finalized after age 16.

Understanding the benefits of the ETV Program is important for youth, public and private social workers, congregate care providers, and caregivers. OYE is committed to educating these stakeholders in order to increase the number of youth who will apply and be approved for ETV funds. In addition, educating stakeholders will ensure that all requirements are met to maintain participation.

The following general information is provided to guide social workers through the ETV process:

- **ETV Purpose**

- Under *the Promoting Safe and Stable Families Amendments of 2001*, the ETV Program allows CFSA to expand and supplement current assistance provided to former and current eligible foster care youth and, specifically, helps them to begin, continue and/or complete their educational and vocational goals.

- **ETV Eligibility**

The following eligibility criteria apply for youth aged 18 to 21:

- U.S. citizenship or legal residency.
- Either in out-of-home care at the age of 15 years (or older) or adopted after the age of 16.
- Received a high school diploma (or equivalent) or GED.
- Enrolled in post-secondary school or training program as a full-time or part-time student.
- Applied for financial aid through their chosen post-secondary school or training program.
- Initiated post-secondary education or training before reaching the age of 21.
- Maintained at least a cumulative grade point average of 2.0 on a 4.0 scale or has an academic standing consistent with the institution's FAFSA graduation requirements.

For a youth aged 21 to 23, the following criteria apply:

- Must meet all eligibility requirements for youth ages 18 to 21 (above).
- Enrolled in the voucher program on their 21st birthday in order to be eligible to receive assistance until reaching the age of 23 years old.
- Enrolled in a post-secondary education or training program and making satisfactory progress toward completion of that program.

i. Referring Youth for Aftercare Services

The *Foster Care Independence Act of 1999* established the John H. Chafee Foster Care Independence Program. As a result of this legislation, OYE is able to use federal funding to provide support and services to youth who leave foster care after age 18 but who have not yet reached age 21. The goal of the

Chafee Aftercare Services is to help improve outcomes for youth transitioning from foster care and to help alleviate homelessness. The program also requires that participants recognize and accept their personal responsibility for making the successful transition from adolescence to adulthood and reaching self-sufficiency.

- **Chafee Aftercare Services Eligibility:**

- At least age 18 years but less than 21.
- Transitioned out of CFSA care.
- Proof of financial need (i.e. signed lease, utility bill, etc.).
- Chafee funding is the sole subsidy for meeting the youth's housing needs, i.e., the youth cannot be receiving Rapid Housing Funds, Section 8, or funding for transitional living programs.
- Enrolled in an educational or vocational program.
- Demonstrates satisfactory academic standing or employment (as applicable).
- Participates in life skills training or agrees to complete money management and budgeting workshops.

The following services are included under the program:

- **Financial assistance** (when available and based upon need) - an eligible youth may receive up to \$4,800 of accumulated payments and up to \$800 per month to cover the cost of rent, utilities, and security deposits.
- **Counseling** - youth who struggle with daily or personal challenges related to transitioning to adulthood are eligible for counseling.
- **Independent living skills training** - services include but are not limited to career planning, communication skills, daily living, education, home life, housing, money management, self care, social relationships, study skills and work life.
- **Assistance with referrals to community resources** - assistance may include but is not limited to financial, medical, child care, and/or other services on an as-needed basis.

Social workers should adhere to the following guidelines for Aftercare Services:

- Submit referrals seven months prior to a youth's 21st birthday.
- Obtain [Youth Aftercare Referral Packet](#) on Internet.
- Complete the Youth Aftercare Project Referral Form.
- Obtain youth's signature for release of information.
- Attach the most recent case plan.
- Attach most recent Ansell Casey learning plan.
- Attach the most recent YTP.
- Attach most recent court report.
- Attach any other pertinent documents that would provide accurate assessment of the youth's progress in preparing for transition such as mental health evaluations and educational/vocational reports.
- **Ensure that two copies of all of the documents listed are submitted to the Collaborative Liaison Office.**

III. *Out-of-Home Practice Model & OYE*

The principles outlined in CFSA's *Out-of-Home Practice Model* establish best practice standards for OYE's youth-serving staff. The Practice Model, released in July 2009, is a guide for all Agency and private provider staff in understanding the values and commitments that should be applied to their daily work. The *Out-of-Home Practice Model* emphasizes safety, permanence, and well-being for District children, youth, and families involved in the child welfare system. It articulates the overarching values and goals of the Agency and presents practice standards for achieving timely, positive outcomes for out-of-home cases. The *Out-of-Home Practice Model* also highlights the following attributes of excellence in practice:

- Child safety-centered
- Family-focused
- Community-connected
- Strength-based and solution-focused

The *Out-of-Home Practice Model* states that it is the obligation of staff to make a positive difference to those they serve. This obligation is embodied by each social worker's commitment to the following child welfare practice values:

- Enhanced well-being
- Timely permanence
- Cultural responsiveness and competence
- Quality of service

All Agency and private provider staff, including OYE staff, are introduced to these attributes and commitments during pre-service training and are responsible for incorporating these values into their daily work. The *Out-of-Home Practice Model* also reinforces values and expectations that are explored in this section of the *OYE Practice Operational Manual*. In addition to the specific guidance provided earlier in this manual, the following descriptions of these areas include OYE initiatives or considerations as they relate to each of the individual practice areas below:

Teaming. The *Out-of-Home Practice Model* states that children, youth, and families benefit from active involvement in decision-making regarding safety, permanence, and well-being. OYE incorporates teaming in all aspects of its youth-driven practice. For example, when a transition team meeting is convened to plan for a 20-year-old's future, the team includes (at minimum) the youth, family, natural mentors and supports identified by the youth, social worker, attorney, collaborative worker, independent living program caseworker, and educational specialist. During this meeting, participating adults support the youth in developing a transition plan with clear assignments and commitments from all parties to ensure the young person receives the necessary services for a successful transition.

Engagement. Engagement with youth and caregivers is an essential part of strength-based case management, as is stressed in the *OYE Practice Operational Manual* and is consistent with the *Out-of-Home Practice Model*. OYE staff work to build rapport with youth and families to bring them together as full participants in case planning and goal achievement. One illustration of this dedication to engagement is OYE's commitment to begin transition planning for older youth several years before they anticipate exiting the care of CFSA. OYE staff engage the youth to take an active role in the transition

planning process and empower the youth to recognize the importance of their participation along with their individual potential for achieving self-driven goals.

Assessment. The *Out-of-Home Practice Model* emphasizes that assessing the strengths of youth and families allows for further improvement of these assets. As noted earlier in this manual, OYE conducts ongoing assessments of youth through tools such as the Ansell Casey Online Life Skills Assessment, an invaluable instrument for understanding a youth's strengths as well as areas for growth. This information can be very useful in goal planning and in starting discussions about life skills strengths and directions. Based on the assessment, a customized individual Learning Plan is created for each youth with the assistance of OYE's IL specialists. All of OYE's IL specialists are certified trainers of the Ansell Casey Life Skills Assessment. In addition, they have begun to provide training to social workers and other identified services providers on how to administer the assessment so that its use can be expanded as a guide for the transition planning process.

Permanence. The *Out-of-Home Practice Model* defines permanence as reunification, adoption, guardianship, or legal custody. When these options are exhausted, a youth may be assigned a goal of APPLA. In these cases, the system ensures that youth have an enduring connection with at least one committed adult who is safe, stable, and able to provide (1) physical, emotional, social, cognitive, and spiritual well-being; (2) respect for racial and ethnic heritage and traditions; (3) respect for maintaining natural bonds with the birth family; and (4) lifelong support, guidance, and supervision.

In June 2009 CFSA developed and distributed a policy on establishing the goal of APPLA that outlines steps to reduce the number of cases that are court-assigned a goal of APPLA. The policy requires that before recommending a goal of APPLA, a social worker must refer the youth for a LYFE Conference. All APPLA goals must be approved by the Agency's Director.

Case Planning. The case planning process entails development of a "roadmap" for promptly moving a child or youth to permanence while also addressing his/her safety and well-being needs. OYE engages in case planning by conducting assessments to understand a youth's strengths and challenges. The results inform implementation of interventions to build upon those strengths and to address the youth's challenges. OYE also approaches case planning as a cooperative process that happens in partnership with the youth, family and other team members. This often happens in the form of family-involved meetings, which OYE initiates on a regular basis. Partnerships with families and youth are particularly important when OYE is planning for a youth's transition out of CFSA's care and into adulthood. The lifelong connections that are identified and confirmed during this planning process help to establish a network of supports upon which the young person can rely throughout his or her experience.

Placement. According to the *Out-of-Home Practice Model*, placement is out-of-home care of a child or youth in a licensed kinship or foster home, or congregate care facility or program, where the caregivers meet the individual needs of the child or youth. Placement is intended to be a temporary situation during which the youth and family work toward achieving permanence. OYE's youth are often able to articulate preferences for placement, whether with a family member or in a congregate care setting (such as an Independent Living Program). OYE works directly with biological and foster parents, as well as with other significant adults, to support the youth within their current living situations. Further, OYE ensures the youth is receiving direct services that maintain or establish permanence. OYE works with youth to develop lifelong connections that are supportive of the youth's long term goals in all placement

settings. For older youth, OYE focuses on facilitating timely conversations and case planning for permanence and the establishment of lifelong connections before the youth turns 21 and ages out of his or her current placement.

Visitation. The *Out-of-Home Practice Model* defines visitation as regular face-to-face contact among the social worker, child or youth in care, and family members. Quality visits should support deeper engagement of birth parents, foster parents, and the child or youth and move them forward in line with their case plan. For OYE's clients, who are older youth, it is particularly important to make sure they are visiting with those adults who are identified and confirmed as lifelong connections and sources of support. Social workers also visit with older youth in care, providing an opportunity to develop a vision of adulthood and creating a meaningful case plan that includes milestones in preparation for future success as well as permanence.

Court. The DC Superior Court, Family Court Division, becomes involved with youth when CFSA files a complaint alleging abuse or neglect. The *Out-of-Home Practice Model* describes how the judge uses team recommendations to formally establish the legal permanency goal, as well as the timing for safe-case closure. The court also makes final determinations on who should visit with the child or youth, and if those visits should be supervised or unsupervised. The social worker's preparation for court includes the development of a clear and viable case plan. This preparation is vital to ensuring a team-driven permanency planning process. The team should collectively evaluate the proposed permanency goal and recommend modifications of the goal or plan to the court and to all other parties when warranted.

IV. National Youth in Transition Database

The National Youth in Transition Database (NYTD) requires states to collect and report data on youth who are receiving independent living (IL) services to the federal Administration for Children and Families (ACF). In addition, states must report data on the outcomes of certain youth who are in foster care or who age out of foster care.^[1] The resulting uniform national data is reported to Congress, including the following information:

- The number and characteristics of youth receiving IL services
- The type and quantity of IL services that states are providing to youth
- State performance on certain outcome measures

Although many of the required NYTD data elements are already captured through the Adoption and Foster Care Analysis and Reporting System (AFCARS), CFSA must still collect additional information via surveys completed by all 17 year olds in foster care. These surveys are re-administered again when youth reach ages 19 and 21 years old. ACF published the required survey questions in its NYTD final rule. Each state has the option to add questions to the survey that satisfy their own informational needs, but they may not eliminate or rephrase any of the federally-published questions.

States were required to implement and comply with NYTD requirements no later than October 1, 2010. Therefore, data collection that began on October 1, 2010 will continue through September 30, 2011. States are required to have submitted their first reporting period data to ACF by May 15, 2011 or else incur a fiscal penalty.

^[1] Source: Federal Register, 2/26/08

OYE is involved with NYTD in several ways. First, OYE is providing project management support through the Independent Living Unit. OYE is also helping to identify and engage 17-year-old youth for whom OYE carries case responsibility. Finally, OYE will assist with the re-administration of the surveys when youth turn 19 and 21 years old. Private agencies and other administrations are also providing similar support to recruit youth for this effort.

V. OYE Special Events

Special events are sponsored by OYE, based on available funding and staff resources. Some of the events take place annually, and others may occur when interest and support are identified. The events offer youth opportunities to build leadership skills and to explore multicultural adventures.

Vocational Tours (September – March)

OYE's vocational specialist arranges "prospective employer" tours for youth in the District of Columbia. These tours are interactive and allow the youth to gain insight and exposure to career fields of their interest. This is a hands-on approach to helping youth determine their career paths and to develop connections with local businesses and business owners.

Kick-Off (October)

Each fall OYE begins the new school year with a Kick-Off celebration to present and inform the youth and community of plans for supports and services that help youth develop independent living skills. The Kick-Off is an opportunity for CFSA and OYE to get out into the community and provide information regarding youth services and sessions surrounding education, vocation, life skills, aftercare, rapid housing, transitional planning, and online life skills assessments. Youth are able to speak directly to OYE independent living specialists and obtain information on the various services. The Kick-Off also provides an occasion to inform and educate CFSA's stakeholders about its services and partnership opportunities.

College Tours

Each spring and fall OYE takes youth on a college tour to expose them to post-secondary educational opportunities and experiences. These tours generally extend over a three-day period and provide cultural and educational experiences that can inspire the youth to examine concerns and personal interests during the college selection process. College tours are a great way to explore college options, compare and contrast the schools, and make educated decisions for applying to schools that meet a youth's individual needs.

Youth Holiday Gala (December)

Each December OYE hosts an Annual Youth Holiday Gala to provide an opportunity for our youth to enhance their social relationships, peer and adult communication skills, and daily functioning while celebrating the holidays in a youth-engaging and family-friendly environment. This event is an opportunity for siblings in care who are not placed together to bond and for youth to practice social networking with various community partners and stakeholders. The youth are especially encouraged to build relationships that they can maintain after exiting the foster care system and to reconnect with foster care youth with whom they may have resided in the past. The youth play a pivotal role in planning and execution of this event.

Career Fair (April)

This venture is another opportunity for youth in care to explore future career options and to meet potential employers in the workplace in the local area. Each year approximately 30-40 vendors from Washington, DC businesses, DC government agencies, and community organizations gather to learn more about youth in foster care and to meet their potential “future employees”. The youth are exposed to diverse career settings and connected with internship as well as employment opportunities.

Fashion Show (May)

Each spring the District’s foster care youth plan and host a fashion show to express themselves artistically and creatively through fashion. The show is an uplifting way to celebrate their academic and community successes. All models are youth in care. Merchandise for the show is donated both from local and from national designers. This annual fashion show serves as a hallmark event for CFSA, bringing together our children, staff, and families in a festive environment.

Youth Permanency Forums

These forums bring youth, public agencies and community partners together to discuss permanency and its impact on the District of Columbia’s community, families, and children. The purpose of these forums is to establish a broadened and collective definition of youth permanency, strengthen the shared commitment of all stakeholders, and to enhance the capacity among public agencies and community partners to support youth permanency in the District of Columbia.

DC Service/Global Youth Service Day (Community Service) (April)

Our youth participate in community service projects established by DC Serve. Among many of the service-oriented activities youth have completed, recent projects have included painting murals and planting gardens at schools, removing trash and debris around the Anacostia River, educating youth on emergency preparedness, organizing a “senior prom” for local senior citizens, and preparing meals for homeless individuals.

Youth Recognition Ceremony (July)

This annual ceremony honors youth in foster care for their academic accomplishments throughout the school year. High school, college, and vocational graduates are all honored during this ceremony for accomplishing their educational goals despite the obstacles they face as youth in the foster care system.

Summer Enrichment Program (June-August)

This program is held during the summer months. Youth are given weekly activities in which to participate, and CFSA employees are encouraged to share their talents and skills as part of the activity offerings. Youth have participated in visits to museums, poetry writing, drama classes, dance and yoga, visits with the Metropolitan Police Department’s Horse Mounted Unit, and other activities that have engaged youth.

National Independent Living Conference (August/September)

Each year OYE offers youth the opportunity to attend Independent Living/Leadership Conferences that bring together youth service professionals, independent living professionals, and youth aged 15 and older. These conferences provide a myriad of special sessions and workshops, including but not limited

to leadership/team building and advocacy activities, designed to help meet the needs of older youth preparing to transfer from care. Presenters include experts in the field of independent living from around the country. Youth also are able to network and build relationships with various resources that may offer them opportunities for their future endeavors. Former youth in foster care are also invited. In addition, this conference inspires youth to develop their own workshops so they can participate and present in the future. CFSA youth have presented workshops at various conferences, receiving many accolades from conference participants.

VI. Youth Ambassadors Program

OYE expects to launch its Youth Ambassadors Program in the summer of 2011. The vision for Youth Ambassadors is to provide a voice to older teens in the District's foster care system. The Youth Ambassadors group will be comprised of older youth in care as well as former foster alumni who are selected to serve as mentors and advocates for older youth peers in care. Ambassadors will undergo professional leadership training from Casey Family Services to prepare them for their roles. An additional component to the role of an Ambassador will include youth participation in an OYE internship. The internship will encompass various activities and duties that specifically foster engagement between the Ambassadors and other older youth in care, as well as select projects including, but not limited to, assistance with the OYE website (currently under development), the OYE quarterly newsletter, and OYE's Beautification Project. This program will help youth foster leadership and mentoring skills, strengthen social development and public speaking skills, and gain experience with networking and community outreach and meaningful employment. Additionally, youth can benefit from the personal connections and opportunities to discuss real life challenges and solutions with Alumni Ambassadors.

Attachment A: OYE Administration

Services and Programs

Case Management

The role of the case-carrying social worker is to ensure safety, permanency, and well-being for youth through the provision of case management services. The case-carrying social worker continually explores and engages the youth's interests and strengths, birth family, and other lifelong connections as supports and/or placement options to facilitate permanency. Monthly visits are conducted to assess for safety/well-being and to monitor progress towards a youth's achievement of goals. Medical, dental, and mental/emotional well-being needs are assessed on a regular basis, and referrals are made for routine care and as necessary to address any concerns. Educational and vocational needs are also regularly assessed.

The case-carrying social worker coordinates and co-facilitates Youth Transition Planning meetings, and holds ongoing teaming meetings with the youth and all other interested parties.

Educational Services

The educational specialist supports youth and their caregivers through the college application and financial aid process, ensuring the smooth processing of ETV payments, and providing guidance and support to youth attending post-secondary institutions. The educational specialists in OYE provide pre-college support for youth in high school, including securing resources for SAT/ACT prep, determining college readiness, etc. The educational specialists also support youth and their parents through the college application and financial aid process, ensuring the smooth processing of ETV payments, and provide guidance and support to youth attending post-secondary institutions.

The College Prep curriculum for 12th graders provides educational resources and college awareness to help facilitate post-secondary educational options for all participating, committed youth in foster care between the ages of 15-21. Former foster care youth committed to CFSA at 15 years of age (and older) also qualify for services until the age of 23. Youth are able to access these services through weekly group workshops or individual guidance and counseling sessions arranged by the youth, the social worker, and the educational specialist.

OYE also sponsors bi-annual three-day college tours for youth who have expressed interest in post-secondary education. Schools are selected by youth interest and through previous youth enrollment/success at institutions. These visits give youth the opportunity to interact with college students and faculty who can assist them in their decision-making process.

In an effort to reach youth at an earlier age, OYE has implemented a College Prep curriculum for 10th and 11th graders. This curriculum was developed to assist participating students with meeting and exceeding high school academics. In addition, the curriculum prepares youth for graduation and post-secondary education.

Vocational Services

Social workers are responsible for assessing if a youth is appropriate for a vocational assessment and submitting the referral to a vocational specialist. The vocational specialist focuses on engaging youth in both formal and informal educational opportunities. Vocational specialists connect youth to vocational tours, training and employment opportunities, and develop resources for internship and employment mentoring opportunities for youth in care. The specialist administers vocational assessments for youth and remains engaged in a youth's vocational performance to ensure that adequate supports are in place for successful completion of vocational programs.

Independent Living (IL) Services

IL specialists work with youth ages 15-21 and are assigned to CFSA administrations and private agencies to ensure that youth, regardless of their goal, receive transitional supportive services. In partnership with the case carrying social worker, the IL specialists co-facilitate the YTP meetings with the youth, the youth's social worker, and the identified team. In addition, IL specialists support the case carrying social worker in working with the youth to complete the Ansell Casey online Life Skills Assessment.

Consultative Services

OYE provides services beyond life skills training and offers an individualized, comprehensive level of service delivery that allows staff to reach out to as many youth who are transitioning from care as possible. This model ensures that all youth are receiving the same level of service and supports required to transition from care. At a minimum, OYE staff is responsible for the following responsibilities:

- Gatekeeper for OYE supports.
- Train and support case carrying social workers on the YTP meetings.
- Facilitate the initial YTP meeting at 18 years of age for youth in assigned CFSA administration or private agency. Participate annually or on an as needed basis.
- Collaborate with the case-carrying social worker in assisting youth who are transitioning out of care to employ transitioning services and resources.
- Lead the Ansell Casey Life Skills Assessment (ACLSA) training and provide technical support when necessary.

Office of Youth Empowerment Contact List

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Case Management Program

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Independent Living Program

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Emily Dang (Consultative SW)	202-727-4729
Kasandra Dodd (Consultative SW)	202-715-7775
Lisa Kim (Consultative SW)	202-727-2402
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Staff Roles & Responsibilities

Case Carrying Social Worker



Case-Carrying Social Worker

The primary role of the Case-Carrying Social Worker is to ensure safety, permanency, and well-being through the provision of case management services.

Case Carrying Social Worker will:

- Review and maintain the youth's case record to ensure all necessary documentation is included in FACES.net and to familiarize the worker of the youth's history.
- Continually explore and engage birth family and other life-long connections as supports and/or placement options to facilitate permanency.
- Conduct twice monthly visits to assess for safety and well-being and monitor progress towards youth driven goal achievement.
- Encourage frequent visitations between the youth and siblings when visitation with biological parents is not possible or not desired by the youth.
- Monitor and assess youth's medical, dental and mental/emotional well being. Refer for routine care as necessary to address any concerns.
- Conduct Ansell Casey Life Skills Assessments and develop a Learning Plan for each youth on caseload.
- Develop and implement a case plan in conjunction with youth according to his/her goals.
- Coordinate and co-facilitate YTP meetings, as well as ongoing teaming meetings with the youth and all other interested parties.
- Attend all court hearings and ensure that court reports are prepared on a timely basis.
- Submit referral to assigned OYE consultant for appropriate educational and/or vocational services. Ensure Educational and Vocational Assessments are completed for all youth.
- Submit referral for Aftercare Services to the Collaborative and to Rapid Housing at least six months prior to youth transition from foster care.
- Provide all of the necessary information to the assigned consultative IL specialist/social worker to enter into the OYE Access Database.
- Document all case activity in FACES.net, including contacts with youth and collaterals, abscondence reports, medical appointments and screenings, placement changes, educational screens, and collateral contact information.

Consultative Independent Living Specialist/Social Worker

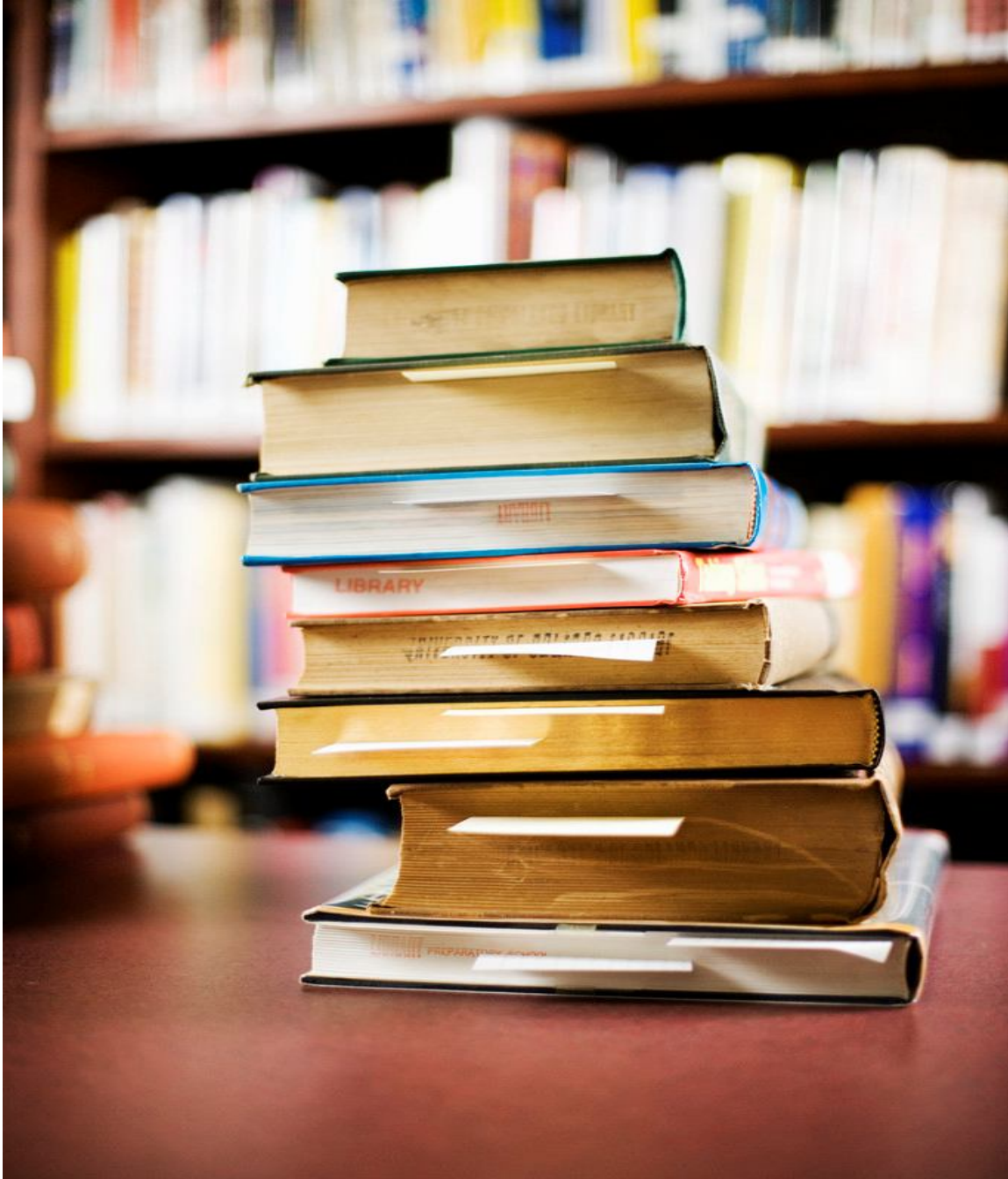


Consultative Independent Living Specialist (IL)/Social Worker

The consultative model provides case carrying agencies and CFSA administrations with direct one-on-one access to a consultative IL specialist/social worker who provides the following supports/services to ensure that all youth have a plan to transition from care:

- Assist social workers and youth to maneuver youth-related services such as life skills training, college preparation, post-secondary education, vocational and other transitional supports, resources, and services.
- Train and support case-carrying social workers on the YTP meetings.
- Co-facilitate the initial ITILP meetings for youth ages 15-18 in assigned administration/private agency. Co-facilitate subsequent ITILP meetings as needed.
- Co-facilitate the initial YTP meeting at 18 years of age for youth in assigned administration/private agency. Co-facilitate subsequent YTP meetings on an annual basis or as needed.
- Assess current YTPs to ensure appropriateness of goals.
- Collaborate with case-carrying social workers in assisting youth who are transitioning out of care to employ transitioning services and resources.
- Lead the Ansell Casey Life Skills Assessment (ACLSA) training and provide technical support when necessary.
- Assist social workers and other program staff to ensure that all youth are given an ACLSA beginning at age 15.
- Assist in conducting exit interviews for youth who are transitioning from care within the 45-day period before their exit.

Educational Specialist



Educational Specialist

The following activities are part of the primary responsibilities of the Educational Specialist, a member of the youth's transition team, in addition to providing resources and college awareness to help facilitate post-secondary options for youth:

- Research and develop curriculum for College Prep to include yearly planning and weekly sessions. Educational specialists will provide individual supports as needed.
- Provide assistance to youth in completing the college admission process to include college applications and the financial aid process.
- Develop partnerships with colleges and universities, alumni associations, and other related organizations for the purpose of providing educational supports to youth.
- Plan and coordinate informational training sessions for staff, private providers, youth, social workers, caregivers, and other external stakeholders.
- Coordinate and facilitate college tours and the college fair.
- Conduct individual counseling sessions with youth, social workers, and other external stakeholders relating to post-secondary education.
- Plan and coordinate the winter/spring College Forums for returning college students.
- Participate (as needed) in teaming meetings, including Family Team Meetings, LYFE, and YTP meetings.
- Provide assistance with ETV application process and forward completed application to ETV Specialist.
- Obtain grades for all youth participating in ETV program in coordination with the ETV Specialist.
- Identify and link to on-campus supports for college bound and in-college youth.
- Maintain statistical data which reflects an account of clients served, and the number and types of activities performed in order to provide services and update the OYE Access Database as required.

ETV Specialist



ETV Specialist

The primary role of the ETV Specialist, as a member of the youth's transition team, is to administer and issue Education and Training Vouchers to eligible youth after receiving the supports of the Educational/Vocational Specialist to make an application. ETV specialists are responsible for the following tasks:

- Log and date stamp all documents as they are received.
- Review the application packet, determining eligibility and making a recommendation to the supervisor, who is then responsible for approval of the packet.
- Within 15 calendar days of receiving a completed application packet, the ETV specialist shall complete the following tasks:
 - Review the application packet.
 - Determine whether the youth is eligible for ETV.
 - Notify the youth of the eligibility determination in writing using the appropriate Notice of Action.
 - Send Notice of Eligibility to the institution.
- Meet with the youth:
 - Discuss distribution of funds with educational specialist and case carrying social worker.
 - Complete a written agreement of what the vouchers covers and the youth's requirements in order to receive the voucher.
 - Sign off on the agreement and makes recommendations for the funds to be allocated.
 - Communicate with respective schools to explain the program and obtain bills and other documentation if not forwarded in a timely manner.
- Communicate with students, social workers, foster parents and schools to ensure that there are no outstanding payments or documents that may be necessary for processing voucher payments.
- Develop academic probation letters and notify recipients and social workers if youth does not meet the eligibility requirements for ETV.
- Process voucher payments, upon receipt of invoices, and submit to supervisor for approval within five days.
- Monitor ETV payments and eligibility status of applicants.
- Maintain statistical data of eligibility and voucher distribution in OYE Access Database.

Vocational Specialist



Vocational Specialist

The primary role of the Vocational Specialist, as a member of the youth's transition team, is to provide vocational assessments to explore, evaluate and determine a youth's education, training, employment opportunities, interests, skills and personality traits. Vocational specialists are responsible for the following tasks:

- Support social workers, youth, and caregivers in promoting the importance of career exploration to assist in developing each youth's innate strengths and preparing them to obtain and sustain employment.
- Conduct job readiness workshops, and research and identify vocational programs appropriate for Chafee funding.
- Identify and promote employment opportunities through internships, apprenticeships, and job shadowing.
- Provide technical assistance and training to youth, social workers, and other program staff in the area of job readiness.
- Participate (as needed) in teaming meetings, including Family Team Meetings, LYFE conferences, and YTP meetings.
- Work with social workers and other program staff to ensure that all youth are given a vocational assessment at age 15.
- Develop partnerships with community agencies to provide employment/internship opportunities. Facilitate exploration of and linkages to vocational training and employment.
- Maintain statistical data which reflects an account of clients served, and the number and types of activities performed in order to provide services and update the OYE Access Database as required.
- Assist youth who are transitioning out of care to utilize transition services and resources.
- Conduct vocational tours, coordinate career fair events, and partner with the Department of Employment Services (DOES).
- Provide assistance with ETV application process.

Attachment B: Ansell-Casey Learning Plan

Sample Learning Plan for John Doe

Career Planning

Skill Area: Work Goals

Learning Goal 1: Is able to identify careers of interest.

Expectations (Objectives):

At the end of the session, the youth will be able to:

- a. Explain what different people in different jobs do.
- b. Explain the difference between a job and a career.
- c. Identify personal skills, abilities, likes, and dislikes related to work.
- d. Find career fields that match skills, abilities, likes, and dislikes.

Action Plan		
The actions you take to reach your goals should be clear so you know exactly what to do. Identify who will do what to help reach the goals - yourself, staff, and others.		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
"Who Am I" Collage Creative Life Skills Activities Activity 79		
Module 5, Education, Career Planning PAYA p. 245		

Learning Goal 3: Is able to develop a career plan.

Expectations (Objectives):

At the end of the session, the youth will be able to:

- a. Recognize how one's current employment, volunteer experiences, education, and job training affect reaching a career goal.
- b. Determine the resources needed to obtain the education, training, and apprenticeship required.
- c. Develop a written career plan with action steps, resources, and time frames.
- d. Explain the difference between an educational grant and loan.

- e. Identify scholarships, grants, and financial aid available.
- f. Explain how, when, and where to apply for financial aid.
- g. Apply for financial aid to pay for training, if applicable.

Action Plan		
The actions you take to reach your goals should be clear so you know exactly what to do. Identify who will do what to help reach the goals - yourself, staff, and others.		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
Module 5, Education, Career Planning PAYA p. 247-250		
Public Broadcasting System, Paying for College Web Resource http://www.pbs.org/newshour/on2/money/college.html		
Complete task on YTP concerning career interest <ol style="list-style-type: none"> 1. Develop a short term and long term plan to become a professional Producer 2. Develop contact or relationship with local professional association to obtain a mentor 3. Contact local TV stations to volunteer 4. Contact any local TV stations for production-related internships 	As noted on YTP	As noted on YTP

Housing, Community Relations, and Money Management

Skill Area: Housing

Learning Goal 2: Knows how to search for an apartment or other housing option.

Expectations (Objectives):

At the end of the session, the youth will be able to:

- a. Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord).
- b. Interpret information contained in housing advertisements.
- c. Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, Internet, realtors).
- d. Identify resources available to help with housing search (e.g., local housing authority).
- e. Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed).
- f. Compare two or more housing choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.

Action Plan		
The actions you take to reach your goals should be clear so you know exactly what to do. Identify who will do what to help reach the goals - yourself, staff, and others.		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
Finding My Own Place I Can Do It! p. 33-34		
Apartment Hunt: Needs and Wants Web Resource http://www.vstreet.com		

Learning Goal 6: Is able to apply for housing.

Expectations (Objectives):

At the end of the session, the youth will be able to:

- a. Explain questions and terms on the application form.
- b. Follow directions on the application.
- c. Identify two references for housing application.
- d. Complete one application without supervision.
- e. Follow-up with landlord on status of application.

Action Plan		
The actions you take to reach your goals should be clear so you know exactly what to do. Identify who will do what to help reach the goals - yourself, staff, and others.		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
Role Play Your Apartment Search I'm Getting Ready PL-6	John Doe, client/Sue Smith, Caregiver	May 2
Apartment Hunt: Info Card Web Resource http://www.vstreet.com	John Doe, client/Sue Smith, Caregiver	May 9
Complete task from YTP meeting concerning housing	As noted on YTP	As noted on YTP

<ol style="list-style-type: none"> 1. Get apartment guides 2. Research areas in PG Co. and NE WDC interested in living 3. Have youth come up with list of what youth would expect in a roommate 4. Have youth review roommate agreements 5. Have youth explore renting a room 		
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Signature	Dates
Youth:_____	_____
Caregiver:_____	_____
Social Worker:_____	_____
Supervisor:_____	_____

Attachment C: Definitions of Ansell-Casey Domain Areas

Definitions of the life skills domain areas used in the Ansell-Casey Life Skills Assessment are as follows.

- **Career Planning** focuses on the skills necessary to plan for a career. It includes the skill areas of work goals, employment, and work place communication.
- **Communication** focuses on skill areas necessary to get along with others. It includes the skill areas of personal development, interpersonal communication, and relationships.
- **Daily Living** includes skill areas used on a daily basis like nutrition, menu planning, grocery shopping, meal preparation, dining decorum, kitchen cleanup & food storage, home management, home safety, beliefs about money, savings, banking & credit, budgeting/spending plan, consuming, leisure time, and legal issues.
- **Home Life** concerns basic issues of being successful where a person lives.
- **Housing and Money Management** addresses skill areas needed for a positive transition into the community. This domain includes housing, transportation, community resources, beliefs about money, savings, income tax, banking & credit, budgeting/spending plan, consumer skills, and work goals.
- **Self Care** includes skill areas that promote healthy physical and emotional development. This domain includes personal hygiene, health, alcohol, drugs & tobacco, sexuality, and relationships.
- **Social Relationships** focuses on skill areas necessary to relate to others both now and in the future. This domain includes personal development, cultural awareness, and relationships.
- **Work & Study Skills** addresses skill areas needed for completion of educational programs and to pursue careers of interest. This domain includes work goals, employment, decision-making, and study skills.
- **Work Life** concerns those areas pertaining to acquiring, maintaining, growing in and changing jobs or careers.

Attachment D: Sample Youth Transition Plan

GOVERNMENT OF THE DISTRICT OF COLUMBIA Child and Family Services Agency



YOUTH TRANSITION PLAN April 1, 2011

IDENTIFYING INFORMATION

1. Youth Name: John Doe 2. Date of Birth: 9/21/1990 3. Age: 20

4. Gender: Male 5. FACES Child ID#: 112234 6. Social Security Number: 123-45-6789

7. Permanency Goal: APPLA 8. Concurrent Goal: APPLA

9. Youth's Current Placement Provider Foster Home Youth's Address: 123 Main St

City: Washington State: DC Zip Code: 12345

10. Social Worker: Mary Doe Phone: 202-123-4567

11. Supervisor: Jim Smith Phone: 202-765-4321

12. Date of Transition Planning Conference April 1, 2011 13. Anticipated Date of Youth's Transition from Care 9/21/11

OBJECTIVE	GOALS	TASKS	RESPONSIBLE PARTY	TIMEFRAME
Housing – Where is youth going to live? What are the necessary supports and services needed for the youth to get housing?	<ul style="list-style-type: none"> Goal 1: Have own apartment Goal 2: Have Shared apartment Goal 3: Live with a family member 	1. Get apartment guides	1. John Doe, client	
		2. Research areas in PG Co. and NE WDC interested in living	2. John Doe, client	1 March 8 Completed
		3. Have youth come up with list of what youth would expect in a roommate	3. John Doe, client/ Linda Doe, CASA	2. March 8 Completed
		4. Have youth review roommates agreements	4. John Doe, client/ Mary Doe, Social Worker	3 April 11
		5. Have youth explore renting a room	5 John Doe, client/ Linda Doe, CASA	4 April 11
		6. Have youth explore life connections as options for a place to live	6. John Doe, client/ Mary Doe, Social Worker	5 April 11
		7. Follow up on referral to the collaborative	7. Mary Doe, Social Worker	6 May 11
		8. Schedule appointment for Rapid Housing	8. Mary Doe, Social Worker	7 May 5
		9. Follow rules and regulations of current placement	9. Mary Doe, Social Worker	8 June 23
				9 Ongoing

			Worker 9. John Doe, client	
Financial – What is the youth's earned income? What, if any, is the youth's additional income? What are the youth's monthly expenses?	<ul style="list-style-type: none"> Save at least \$3000.00 prior to emancipation 	<ol style="list-style-type: none"> Establish a monthly budget Do a budget spreadsheet Record weekly expensive Review budget with social worker monthly Attend Financial Literacy Class at OYE Reduce unnecessary expenses (i.e. eating out, lower cell phone plan, etc.) Open a savings account Deposit \$120.00 in savings account Contact ILP to discuss escrow account 	<ol style="list-style-type: none"> John Doe, client/ Linda Doe, CASA John Doe, client/ Linda Doe, CASA John Doe, client John Doe, client John Doe, client John Doe, client John Doe, client/ Linda Doe, CASA John Doe, client 	<ol style="list-style-type: none"> March 11 Completed May11 Daily The 4th Tuesday of each month Every Schedule Tuesday Daily May 15 Every 4th Tuesday of each month May 31

		10. Complete Credit Report 11. Meet with GAL to discuss report	9. John Doe, client/ Mary Doe, Social Worker 10. John Doe, client/ Linda Doe, CASA 11. John Doe, client/ Susan Doe, GAL	10. May 15 11. May22
Life Connections - Does the youth have regular contact with and support from family, extended family, and significant others? What services, supports and other interventions are needed to support the youth's connectedness and support for transition to adulthood?	<ul style="list-style-type: none"> Goal 1: Maintain healthy relationships with family Goal 2: Maintain contact with support persons 	1. Maintain regular visits and phone contact with family members 2. Make calls to invite support persons next meeting 3. Attend family gatherings as desired 4. Explore extended family 5. Maintain open communications and contact with: -Linda Doe-aunt -Angie Doe-previous foster parent -Barbara Doe-	1. John Doe, client 2. John Doe, client/ Mary Doe, Social Worker 3. John Doe, client 4. John Doe, client 5. John Doe,	1 Ongoing 2 July 10 3. Ongoing 4. Ongoing 5. Ongoing

OBJECTIVE	GOALS	TASKS	RESPONSIBLE PARTY	TIMEFRAME
Educational/Vocational - Identify services, supports and interventions needed for the youth, who has not completed high school or not attained GED. If the youth plans to attend college or vocational school, identify supports needed for the educational plan.	<ul style="list-style-type: none"> Goal 1: To return to college (PGCC or possible other school) Goal 2: To enroll in police cadet program 	<ol style="list-style-type: none"> 1. Contact Educational Specialist concerning returning to college & regarding college funding 2. Provide OYE staff with grades from last semester in school 3. Research which credits can be transferred to new school 4. Research on other local school (such as UDC, Bowie State, Morgan State) application deadlines for summer/fall sessions 5. Research Occupational Outlook to each career of interest 6. Explore options of Fire Dept. Cadet Program, crossing guard, correctional officer 	<ol style="list-style-type: none"> 1. John Doe, client/ Mary Doe, SW 2. John Doe, client 3. John Doe, client 4. John Doe, client/ Linda Doe, CASA 5. John Doe, client 6. John Doe, client/ Linda Doe, CASA 	<ol style="list-style-type: none"> 1. April 4 Completed 2. April 11 completed 3. April 11 4. May 3 5. May 5 6. May 5

OBJECTIVE	GOALS	TASKS	RESPONSIBLE PARTY	TIMEFRAME
<p>Employment – Does the youth have part-time or full-time employment? What services, supports, and other interventions are anticipated to support the youth in finding employment?</p>	<ul style="list-style-type: none"> • Goal 1: Maintain current part-time employment • Goal 2: To be a professional TV producer • Goal 3: Explore other job in the fields of TV entertainment or Law enforcement 	<ol style="list-style-type: none"> 5. Update Resume 6. Schedule appointment with Voc Specialist to complete vocational assessment 7. Develop a short term and long term plan to become a professional Producer 8. Develop contact or relationship with local professional association to obtain a mentor 9. Contact local TV stations to volunteer 10. Contact any local TV stations for production-related internships 	<ol style="list-style-type: none"> 1. John Doe, client 2. John Doe, client/ Linda Doe, CASA 3. John Doe, client/ Linda Doe, CASA 4. John Doe, client 5. John Doe, client 6. John Doe, client 	<ol style="list-style-type: none"> 1. Ongoing 2. May 1 3. May 15 4. May 9 5. May 19 6. May 19
<p>Health (medical, dental, and vision) – Does the youth have health insurance? Does the youth have health needs? Has the youth had a comprehensive physical (including dental and vision) within the past 12 months? Does the youth have a health care provider(s)?</p>	<ul style="list-style-type: none"> • Goal 1: Maintain DC Medicaid until emancipation from CFSA • Goal 2: Ensure that immunizations, vision, physical, and dental examinations are current prior to emancipation 	<ol style="list-style-type: none"> 1. Research options for insurance upon emancipation from CFSA-government based, work based, or school based 2. Make an appointment with an optometrist 3. Make a next physical appointment in 	<ol style="list-style-type: none"> 1. John Doe, client Mary Doe, Social Worker 2. John Doe, client 3. John Doe, client 	<ol style="list-style-type: none"> 1. June 9 2. June 23 3. June 23

OBJECTIVE	GOALS	TASKS	RESPONSIBLE PARTY	TIMEFRAME
		<p>December 2010 prior to 21st birthday and case closure</p> <p>4. Make next dental appointment in July 2010</p> <p>5. Provide social worker with dates of scheduled appointments</p>	<p>4. John Doe, client</p> <p>5. John Doe, client</p>	<p>4. June 23</p> <p>5. June 30</p>
<p>Emotional/Psychological -</p> <p>Identify the services, supports and other interventions necessary to meet the youth's mental health needs and the changes that are desired or anticipated in the youth's emotional well-being.</p>	<ul style="list-style-type: none"> To be made aware of mental health resources in Metro area that are accessible once emancipated 	<p>1. Request referral from Social Worker if needed</p> <p>2. Identify supports in the community</p> <p>3. Research if the Collaborative has referral methods or general public information to mental health resources in Metro area to include MD.</p>	<p>1. John Doe, client</p> <p>2. Mary Doe, Social Worker</p> <p>3. Mary Doe, Social Worker</p>	<p>1. As Needed</p> <p>2. July 12</p> <p>3. July 14</p>

OBJECTIVE	GOALS	TASKS	RESPONSIBLE PARTY	TIMEFRAME
Pregnant and Parenting Youth - Identify the parenting/pregnant youth's needs to successfully complete the pregnancy and/or to effectively raise and care for her/his children, keeping in mind any special services needed due to health or mental health issues.	<ul style="list-style-type: none"> Maintain medical appointment and continue STD testing and education 	1. Continue with safe sex practices	1. John Doe, client	1 Ongoing
Other -	<p>Goal 1: To obtain driver's license</p> <p>Goal 2: Obtain a computer</p>	<ol style="list-style-type: none"> Contact ALLSAFE driver's school about details of road test Submit request for payment for driving school Research programs that sell refurbish computers 	<ol style="list-style-type: none"> John Doe, client Mary Doe, Social Worker John Doe, client/ Linda Doe. CASA 	<ol style="list-style-type: none"> Before July,24 when learner's permit expires July, 14

ADDITIONAL COMMENTS

*Ensure that the youth invites life connections, family members, and potential room mates to the next YTP.

*Social Worker will complete the written YTP plan and forward to all of the significant parties in the case within 5 business days.

LIST PARTICIPANTS

	Relationship to Youth	Signature	Email Address	Date

Next Scheduled Transition Planning Conference: July 6, 2011

Attachment E: Sample LYFE Conference Plan



D.C. Child and Family Services Agency



Family Meeting for:

Client ID#

and is under the supervision of a social worker and/or the court. Under the law, some people in this meeting must report child abuse and neglect whenever they suspect or know about it. If new information about child abuse or neglect comes up in this meeting, a CFSA/Private Agency social worker may talk about and/or investigate the information with some team members after the meeting. Information the CFSA/Private Agency social worker gets outside the meeting may not be confidential.

Purpose of family meeting:

☐ LYFE Conference:

☐ Permanency FTM:

Meeting Information:

Date:

Time:

Location:

Coordinator:

Facilitator:

Name of Youth	DOB/Age	Best Way to Contact the Youth

Social Worker Information:

Social Worker:

Desk phone: 202-

Cell phone:

Social Work Supervisor:

Desk phone: 202-

Youth's Connections:

All youth belong to a family and has special and important relationships with others. Please identify these individuals below.

Name	Relationship	Contact Information	Participation (Y or N)

Youth & Family Strengths:

Safety Plan:

Identify <u>all</u> safety factors	Action steps to address safety factors and risks	Completion date(s) of action steps	Date(s) team or team leader(s) will review progress towards eliminating safety factors & risks

Identify <u>all</u> risks			

Permanency Plan:

Identify <u>all</u> barriers that prevent the youth from achieving permanency either through reunification, guardianship or adoption?	Action steps to resolve barriers to achieve permanency. If barriers cannot be resolved, state why.	Completion date(s) of action steps	Date(s) team or team leader(s) will review progress towards achieving permanency

Based on this family meeting, which of these options best ensures that the youth has a permanent family? ☐ Reunification ☐ Adoption ☐ Guardianship

Other:

☐ Permanency Agreement

☐ Safe Case Closure

☐ _____

If one of the above permanency options is not possible please explain why:

Well-Being Plan:

If not applicable please enter N/A

Area(s) of Focus	“Need & Wants”	Action Step(s)	Completion date(s) of action steps	Date(s) team or team leader(s) will review progress towards achieving “needs & wants”
Medical/Dental/Vision				
Education				
Mental Health				
Other:				
Other:				
Other:				

Status of Youth Participation:

- ☐ Youth participated in person.
☐ Youth participated via telephone.

If the youth did not participate please indicate why (check all that apply).

- ☐ Youth has a moderate to severe cognitive impairment that would impact their participation.
☐ Youth has a severe expressive/receptive language impairment that would impact their participation.

☐ Youth is medically fragile.

☐ Youth is in abscondence

☐ Abscondence unit or social worker has visited locations the youth frequents within the last 7 days.

☐ Youth is a chronic absconder.

☐ Youth has been in abscondence for 30 days or more.

☐ Youth has severe mental health challenges.

☐ Actively psychotic or delusional

☐ Other (please provide details):

Team Leaders/Plan Monitors:

The social worker has primary responsibility for monitoring the progress of this plan. However, at least one family member and or the youth is encouraged to assist the social worker in monitoring the plan. An additional team member may be identified as a plan monitor, if recommended by the team.

Name	Telephone Number	Relationship to the Family
		Social Worker

****The team has agreed to review the progress of this plan by but no later than six (6) months from the date of this meeting, .****

Important Information to Remember:

Date/time of next court hearing:

Date/time of next Administrative Review: